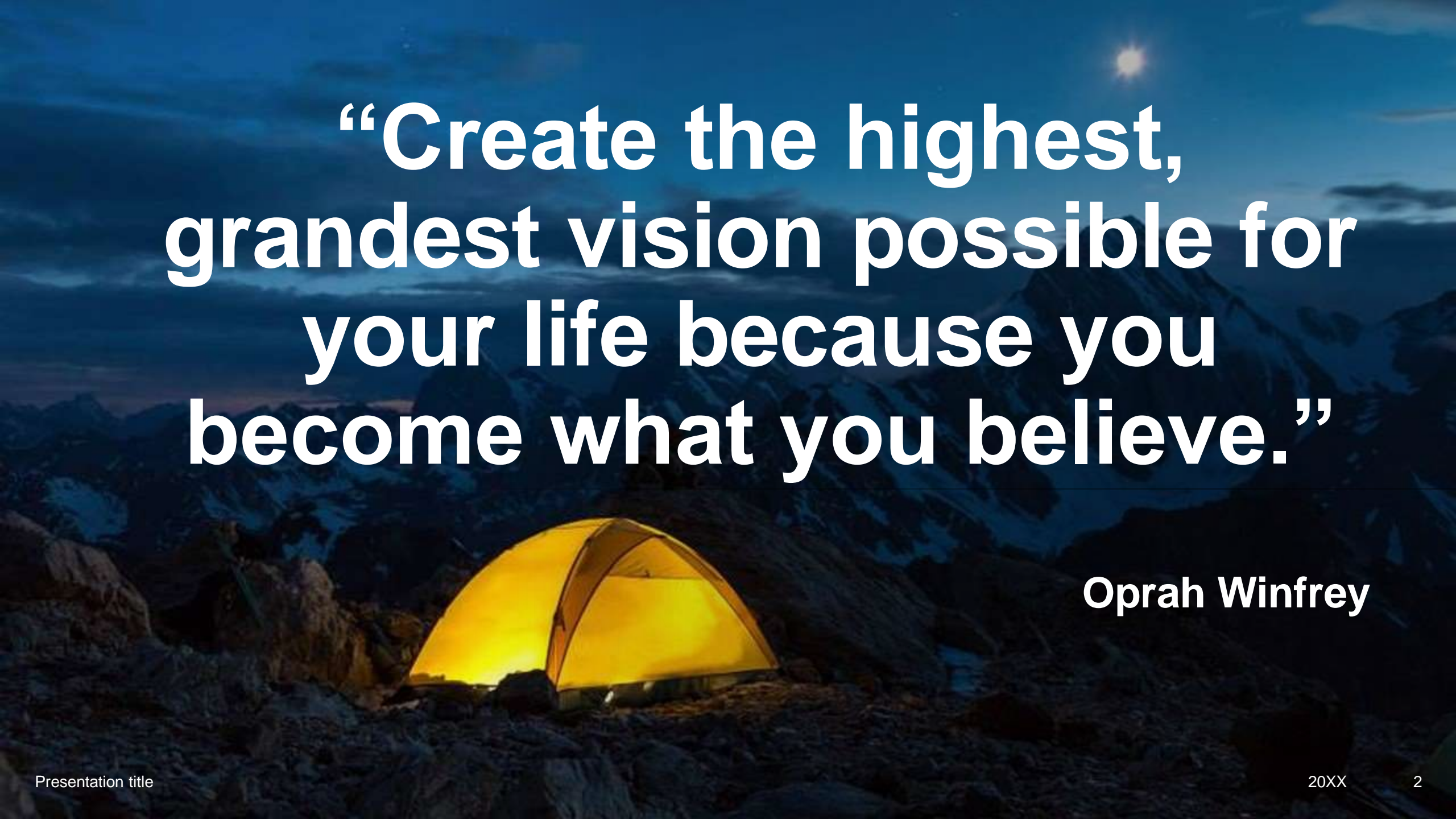


Lecture 3

CHS 456

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A glowing yellow tent is pitched on a dark, rocky mountain peak at night. The tent is illuminated from within, casting a warm yellow light. The background shows a dark, starry sky with a bright star or planet visible in the upper right. The overall scene is a high-altitude, rugged landscape.

**“Create the highest,
grandest vision possible for
your life because you
become what you believe.”**

Oprah Winfrey



In the previous lecture, we talked about disciplines overview with nutrition education. Today we will focus on psychology.

Outline



- 5 key elements that build the success of nutrition education.
- Class activity.

What makes nutrition education successful at changing behavior?

1. Focusing on behaviors or actions.
2. Addresses the influences of behavior change and action.
3. Using a theory as a guide for nutrition education.
4. Using theory and evidence-based behavior change strategies to design nutrition education activities.
5. Addressing multiple influences on behavior change with sufficient duration and intensity – a socio-ecological framework.

1. Focusing on behaviors or actions

- Nutrition education interventions should be behaviorally focused, meaning a clear message about what to do “behavior” & why it is important to do it.
- Behavior is an observable action.

Two types of behavior:

- Observable food choice: what people eat e.g., servings of fruit and vegetable
- Observable food-related actions & behaviors: what determines what people eat e.g., cooking techniques, pricing, and shopping practices.

- The two behavior types also applies to physical activity.
- Behavior-focused or action-orientated means that the expected outcomes in nutrition education are changes in behavior.

2. Addresses the influences of behavior change and action

The most common modifiable determinants are:

Motivational determinants:

- Nutrition education needs to include this to inspire people to change.
- Beliefs about outcomes, risks, benefits, barriers, attitudes, and values.

Facilitating determinants:

- Nutrition education needs to address this, so people have confidence & “know-how” to make healthy choices.
- Food and nutrition knowledge/skills
- Goal setting/self-regulation

Creating supportive environment

Motivational determinants:

- People become energized to change when they have a clear answer to: “What’s in it for me?”
- Perception of personal risks/benefits: Happens psychologically, when we engage with individuals. For example, do any of you have diabetes in the family? And a couple raise their hands to the question.
- The perception of personal risks/benefits is classified as beliefs = motivating determinants.

Example: Pouring on pounds campaign

- A sweetened beverages becomes fat as it enters the glass.
- It is designed to point out the outcome “health risk” of a behavior, in a memorable way.
- Doing so, has the power to change attitudes and behaviors.



Facilitators of change

Once people are motivated, they are ready to acquire knowledge and skills that will help them in making behavioral changes.

- 1. Food and nutrition knowledge and skills**
- 2. Self-regulation skills**
- 3. Action plan**

Food and nutrition knowledge and skills

- **Factual knowledge “nutrition literacy”:** the ability to understand and obtain nutrition information. It is important for all audience to help correct misinformation and misconceptions.
- **Procedural knowledge:** critical thinking skills and decision-making skills to make healthy food choices e.g., follow a recipe or manage a budget.

ex:

Self-regulation skills

- The Marshmallow experiment
- Refers to our skills in thinking through, and making conscious choices about what to do, and thus regulating our own behavior.
- It is about feeling a positive sense of control about what we are eating.
- Motivation helps build that sense.
- Nutrition educators can help self-regulate people by arranging their kitchen so that nuts and berries are easy to grab, while the chocolate is out of the way.

Action plan

- It helps people know how to do it and when.
- With previous example: Add nuts and berries for breakfast or take them as snacks for work/school.
- Research have shown that behavior change happens when people are really motivated (an interaction of the three components of facilitators of change is needed).

Using a theory as a guide for nutrition education (3)

- Theories have been constructed as a guide or map to explain why people do what they do and how they change.
- The propose of theory is to describe nature and strength of behavioral determinants such as beliefs, barriers, and self-efficacy.
- Theories help us organize determinants to first motivate and then facilitate action.
- Theories can come from quantitative (cause-effect relationship) or qualitative (description and clear understanding of determinants) methods.

Why is theory important for nutrition educators?

- It provides explanation to why a behavior/behavior change occurs- helps identify sets of specific determinants and the order to address them.
- It specifies the type of information to be gathered before designing an intervention- it helps educators separate relevant from irrelevant determinants.
- It provides guidance to how exactly to design the interventional components and educational strategies.
- It provides guidance to what exactly to evaluate to measure the impact of the intervention and how to design accurate measuring tools.

4. Using theory and evidence-based behavior change strategies to design nutrition education activities

5. Addressing multiple influences on behavior change with sufficient duration and intensity – a socio-ecological

Class activity: in a group of 3-4 students

Question 1

Describe what is meant by “behavior-focused” nutrition education?

Question 2

In terms of diet-related behavior change, what does motivation mean? And how can you nutrition educators assist individuals in becoming more motivated?



Thank you